



SEND Information Report 2024-2025

This report will be reviewed, evaluated and ratified by the governing body annually.

The key legislation relating to special educational needs is set out in the:

- Special Educational Needs and Disabilities Regulations (2014)
- Special Educational Needs and Disability Code of Practice 0-25 years (2015)
- Children and Families Act (2010)
- Equality Act (2010)
- Disability and Discrimination Act (2005)

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and be an important resource for parents/carers in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->

General information, school ethos & approach

At St Joseph's Catholic Academy, we strive for excellence and aim to help all of our students achieve their full potential. The school is a happy, vibrant community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities. At St Joseph's Catholic Academy, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND. Throughout this document the term SEND will be used for a child or young person who has a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015, p16).

At St Joseph's Catholic Academy, we have appointed Designated Teachers (HOH) for Looked after Children who work closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

The community is committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all of our pupils and consider the additional support required by those children with Special Educational



Needs and Disabilities (SEND). We ensure that all pupils, regardless of their specific needs make the best possible progress.

Within SEND there are four broad areas of SEND, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi- sensory impairment and physical difficulties.

SEND provision within St Joseph's Catholic Academy sits alongside other policies and information documents such as:

- School Admissions
- SEND Provision – SEND policy
- Accessibility plan
- Safeguarding
- Behaviour Policy

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We liaise with parents/carers and previous education providers prior to the pupil starting St Joseph's Catholic Academy, in order to discuss the identified needs, allowing for the planning and implementation of appropriate intervention. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by South Tyneside Council and on the LA website. Please consult the admission policy for St Joseph's Catholic Academy for further details.



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Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please complete a Council parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Staffing and any Specialist Qualifications/Expertise

At St Joseph's Catholic Academy, we have a talented and committed SEND team.

- Miss E Bushby – SENDCO
- Miss T Dalby – Assistant SENDCO
- Mrs. Whalen – Specialist area – C&L and C&I
- Mrs. Hollamby – Specialist area – C&L and PfA
- Miss Hood – Specialist area – C&L and vocational education
- Miss Foden – specialist area – SEMH
- Miss Price – Specialist area – S&P and C&L
- Mr. Coleman – Specialist area - C&I and C&L
- Mr. Harrison- Specialist area SEMH and C&I
- Mrs. O'Halloran – specialist area - SEMH and C&I

Contacts

The following are the main contacts for Special Educational Needs and Disability at St Joseph's Catholic Academy;

Mr. B Tapping is the CEO of Bishop Chadwick Catholic Education Trust.

Mr. J Crowe is the Headteacher.

Mrs. C Guy is our designated SEND Governor.

Miss E Bushby is the designated Special Educational Needs Coordinator. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEND policy
2. Liaise with the relevant Designated Teachers where a looked after pupil has SEND
3. Advise teachers on using a graduated approach to providing SEND support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEND
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEND pupils up to date

Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements



St Joseph's Catholic Academy

Statement of Intent for Promoting Equality

At St Joseph's Catholic Academy, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

St Joseph's Catholic Academy is proud to be inclusive and will endeavor to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.



St Joseph's Catholic Academy

Pastoral, Medical and Social Support

Pupils attending St Joseph's Catholic academy follow a broad PHSE curriculum covering topics such as finance, health, careers and independent living in addition to study skills. Parent views are welcomed by Heads of House and the Senior Leadership Team, during formal meetings and parent's evening. Detailed medical support plans are written in conjunction with families and health care professionals where appropriate.

Our Pastoral Teams work closely with the SENDCo to ensure the wellbeing of all of our pupils. Where needed additional pastoral support can be put in place to ensure the views of children and young people are heard and measures can be put in place to support mental health.

Types of SEND at St Joseph's Catholic Academy

At St Joseph's Catholic Academy, we have experience of supporting children and young people with a wide range of need including:

- Specific learning difficulties
- ASD
- ADHD
- FASD
- Speech, language and communication needs
- Hearing impairment
- Visual impairment
- Physical difficulties
- Social, emotional and mental health

Headline Figures for 2024-2025 (St Joseph's Catholic Academy) – accurate December 2024

232 students on the SEND register (21 students with an EHCP)

The table below shows the current areas of need:

	Primary area of need				EHCP
	Cognition & learning	Communication & interaction	Social, emotional & mental health	Physical & sensory	
Year 7	13	15	18	1	3
Year 8	12	18	16	7	1
Year 9	12	17	12	2	4
Year 10	8	10	18	1	3
Year 11	9	11	9	2	6
Year 12	0	6	2	2	3
Year 13	1	5	3	2	1
Total	55	82	78	17	21

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census; the SEND list is fluid and changes based on which students are currently accessing intervention.



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Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are



allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with support staff to discuss their progress and support.

All SEND pupils create a pupil passport in conjunction with learning support assistants where views are collected from the young person.

Pupil and parent voice are collected as part of the review invite where they are requested to complete a questionnaire prior to attending the meeting. Pupils are also encouraged to stand for school council representatives.

Consultation with parents and carers of children and young people with SEND

At St Joseph's Catholic Academy, we are committed to working with parents and carers to identify their child's needs and support in order to meet agreed outcomes. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Ongoing informal and formal discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to call and/or arrange meetings to come into school to discuss any concerns they may have;
- Through termly reviews of a child's SEND Support Plan or the Annual Review of their EHC Plan.
- Parent voice is collected as part of the review invite where they are requested to complete a questionnaire prior to attending the meeting. Provision is planned and interventions allocated on individual needs with pupils actively involved in setting their outcomes.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

This is used to support children and young people with SEND by:

- Staffing - We have dedicated learning support assistants who work in and out of the classroom
- Literacy interventions
- Numeracy interventions



- Supported revision sessions
- Social skills groups
- Emotional Resilience
- SEMH resource base (wellbeing room)
- Fine and gross motor skills intervention
- SEND specific resources
- Differentiated curriculum
- Referral and support from external specialists
- Preparation for adulthood intervention
- Emotional Resilience Sessions / Mindfulness
- Pastoral and SENDCo support

If a child has complex special educational needs, we could also receive additional top up funding from the Local Authority to meet the agreed outcomes. A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

Teaching, Learning and the Curriculum

At St Joseph's Catholic academy, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning. Pupils with additional SEND needs regularly are invited to attend external sporting events in addition to all other extracurricular activities with independence encouraged at all age and ability levels.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through excellent classroom practice. This is called **Quality First Teaching**.

At St Joseph's Catholic Academy, we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

❖ **Assess** a child's special educational needs

The class teacher and SENDCO will clearly analyse a student's needs before identifying a student as needing SEND support. This will draw on the teacher's assessment and experience of the student, as well as information recorded on the school system about student progress, attainment, attendance and behaviour. It should also include the student's development in comparison to their peers, the views and experience of parents/carers, the student's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO may contact the appropriate services with consent from parents/carers.



- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes

If 'additional to and different from' support is required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified and implemented by the subject teacher or support staff with advice from the SENDCO. Where it is decided to provide a student with SEN Support, the parents/carers **must** be notified. The teacher and the SENDCO should agree in consultation with the parent and the student the interventions and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review.

- ❖ **Do** put the provision in place to meet those outcomes

The subject teacher will remain responsible for working with the student. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the student. SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. This assessment will be reviewed on at least a termly basis. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed.

- ❖ **Review** the support and progress

The effectiveness of the support should be reviewed in line with the agreed date. The effectiveness of the support and the impact on the student's progress will be reviewed in line with the agreed date. Targets will be reviewed termly.

Quality First Teaching (QFT):

- Ensures that the teacher has the highest possible expectations for each child in their class



- Ensures all teaching is based on what your child already knows, can do and understands in order to help them progress.
- Involves various ways of teaching so that your child is fully involved in learning in class.
- Requires constant assessment and planning from the assessment so progress is made and the needs of each child are met.

Identification of needs is conducted through class observations, teacher, parent and pupil feedback in addition to information from assessment tools in addition to information received from outside agencies.

As part of this approach, we will produce a SEND Support Plan, where necessary, that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process and will be invited into school each term to discuss the support plan.

A small percentage of children and young people with significant learning difficulties may need an assessment that could lead to an Education, Health and Care Plan.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

- Quality First Teaching – most needs will be met in the classroom with the subject teacher. We expect teachers to plan and use adaptive teaching to ensure all pupils can access a challenging curriculum which is tailored to their needs and progress.
- Staff members are trained and use competently, a range of teaching and learning styles to ensure all pupils can access both home and class work.
- Specific group work and targeted intervention groups are part of adaptive teaching. Pupils may be grouped on ability or skill strength. They are academically and socially challenged.
- An innovative and supportive curriculum is often needed at KS4 where specific individual support for children whose learning needs are severe, complex and lifelong is required.
- Vulnerable lower school pupils (predominantly KS3) are offered a mentor, which initially consists of paired reading buddies to build relationships. If there is a specific need for targeted emotional support students are referred to the school counselling service.
- Extra support to assist learning outside the classroom is offered in a broad range of extra-curricular activities such as active lunch sports clubs, safe social spaces, homework club and the use of IT equipment in the library before, during lunchtimes and after school.



- Social skill sessions are held weekly to build social confidence, emotional understanding and turn taking.
- Specialist professionals from outside agencies support pupils such as educational psychologists and the emotional resilience team. Other specialists will be called upon if and when necessary.

At St Joseph's Catholic Academy there is a robust monitoring system for all students, mapping progression and tailoring support where necessary. Progress is collected after every 10-week block and reported home. If the pupil has additional needs specific support will be given as appropriate. The effectiveness of the support is closely monitored and altered accordingly.

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity for example preview audio materials or visual material and access to other reading material in an accessible form
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly for example counselling
- Provide individual, small group and whole class direct intervention and support
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

How we evaluate the effectiveness of SEN provision

At St Joseph's Catholic Academy there is a robust monitoring system to continuously ensure the provision has a positive impact on the outcomes for all pupils, including but not exclusive to:

- Book/work scrutiny
- SEND Learning walks
- 5 or 4 lens monitoring (lesson observation and monitoring of planning)
- evaluation of policy and practice
- Pupil and parent voice
- Performance management

Transition Arrangements



We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. How we will support children with SEND when they are moving on to another class or leaving this school:

- For students in year 6 moving into Year 7, Heads of House and/or the SENCO will visit primary feeder schools. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. For students with SEND, the SENCO receives all relevant Year 6 information, including SEND files and SEND Support plans. Parents/carers of students with SEND are also invited into school in the summer term prior to starting in order to build relationships and reduce potential anxiety around support.
- All Year 6 students who will be attending St Joseph's Catholic Academy are invited to attend transition days in the summer term. Some students with SEND needs are invited for extra sessions to introduce them to the school. For students with a significant picture of needs or an EHC plan, the SENCO will attend Year 5/6 review meetings to understand and plan for their transition. Pupils moving between key stages within school will be given support and guidance with their subject choices.
- SEND Students moving from Year 11 to other establishments and employment will have a planning meeting in order to establish appropriate pathways are discussed with their needs met to support the transition into adulthood and independent living. We also liaise with their next provider to ensure that they understand a student's support needs by providing a transition plan created in conjunction with students, families, careers advisors and SEND caseworkers if necessary.

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents/carers or in the form of a letter to the Head Teacher.

SENDCO – Miss. E Bushby

Headteacher – Mr. J Crowe

SEND Governor – Mrs. C Guy

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

South Tyneside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) are also able to assist parents/carers of children with special educational needs

If the concern is directly related to decisions around an EHC Assessment or EHCP this will be managed directly by the South Tyneside Statutory Casework Team. Parents/carers will be

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contacted directly by the team to receive information about the mediation services and other action parents/carer may consider.

Further information can be found on our school website:

<https://www.stjosephs.uk.net/wp-content/uploads/2024/09/BCCET-Compliments-Concerns-and-Complaints-Policy-2024-2026.pdf>

Feedback

We are always seeking to improve the quality of education we provide for children with SEND and are keen to hear from parents/carer about their child's experience.

Additional Help

Further information is available using the local offer page where other relevant provision e.g. leisure activities, home to school transport, careers advice can be found on the South Tyneside website.

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->